**K-5 ELA Lesson Plan**

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| **Teacher: Bertrand/ Sechrest** | | **Grade: 1** | | **Date(s)**: |
| **Unit Title:**  Wanted! A Few Good Friends (Unit 1) | | | **Corresponding Unit Task:**  **Task 2** | |
| **Essential Question(s):**   * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | |
| **Materials/Resources** | **Essential Vocabulary** | | | |
| **Teacher/Student:**   * books:   Friends: True Stories of Extraordinary Animal Friendships by Catherine Thimmesh  Unlikely Friendships by Jennifer Holland   * video- Owen and Mzee: Read Between the Lions <http://www.owenandmzee.com/omweb/flash/mediacenter/mediacenter.html> * Graphic Organizer (continued from day 1) * Slide show presentation about unexpected animal friends- <http://www.mnn.com/earth-matters/animals/photos/16-unlikely-animal-friendships/birds-of-a-feather> * Markers * Ipads * Journals * pencils | **key details –** The important details in narrative text that are critical to the process of moving the plot of a narrative text forward. Key details support the main idea and should be included when summarizing the story. In expository text, key details include important words and phrases in a text that are worth noting and remembering.  **character traits –** The details in a story that describe the personal qualities or attributes of characters that make them special. Character traits include *likes, dislikes, habits, behaviors, values, physical appearance, sense of humor,* etc. Good authors include clues in the text to help define the traits of individual characters.  **capitalization -** The process of using capital letters appropriately in written text.  **punctuation -**  Marks used at the ends of sentences that show whether the sentence is a statement, a question, a statement with emotion, or a command. | | | |
| **Learning Experience(s)** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading/Speaking and Listening/ Word Study**  **Standards:**  **RI.1.1**: Ask and answer questions about key details in the text.  **RI.1.2**: Identify the main topic and retell key details of the text.  **RI.1.4** - Ask and answer questions to help determine or clarify the meaning of words and phrases in the text.  **SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.  **SL.1.4 -** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly**.**  **I Can Statement(s):**   * I can ask and answer questions about key details in an informational text. * I can retell key details of the text. * I can ask and answer questions to help me figure out the meaning of words and phrases in the text. * I can participate in a conversation with my peers and follow all of our discussion rules.   **Instructional Plan:**   * Show the slide show presentation to the students. <http://www.mnn.com/earth-matters/animals/photos/16-unlikely-animal-friendships/birds-of-a-feather> * Class discussion: What do all of these pictures have in common? Would you normally see these animals being friends? Why or why not? * Introduce vocabulary words. The teacher will flip through the pages of the book and introduce the new vocabulary words that will be introduced in the story. : teachers will need to decide which words from the story their students may need to learn/review (connect, comfort,) * Read aloud the story, Friends by Catherine Thimmish. As story is being read aloud the teacher will make a point to comment when a new word is seen. * After the story, the teacher will go back to each new vocabulary word and ask students to use their prior knowledge of the word, plus context clues to figure out what the word means. Teacher will guide students to use synonyms to help them understand the meaning of new vocabulary words. * Students will recall and retell characteristics that were seen in the story that are defined as traits of a good friend. Teacher will scribe characteristics onto the chart paper from Day 1, remember to mark any traits that are repeated (for emphasis on their importance). | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.8**: With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, computers) to answer questions.  **L.1.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper- and lowercase letters.   **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   **I Can Statement(s):** I can describe how my friend and I are the same and different.    **Instructional Plan:**   * The teacher will model by thinking aloud about a time when he/she made a new friend and how their friend is the same as them and different as them. The teacher will use his/her think aloud to write several complete sentences on the said topic. * Students will be given 2 minutes to turn to their “shoulder buddy” to discuss how they are the same and how they are different. * Have the children write a journal entry “My friend is \_\_\_\_\_\_\_\_. We are the same because\_\_\_\_; We are different because\_\_\_\_.” | | | |
| **Closing/Summarizing Strategy** | Allow three students to share their journal entry with the class. | | | |
| **Differentiation Strategies** | | | | |
| **Extension** | **Intervention** | | | **Language Development** |
| Add more details to your comparison. On the back of your journal entry, draw a Venn diagram and complete it using details about how you and your friend are the same and different. | In small group setting or one on one discuss with students which character traits they think are most important in being a good friend. | | | Review new vocabulary with students as needed. |
| **Assessment(s) & Reflection** | | | | |
| **Assessment(s):**  Teacher observation | | | | |
| **Teacher Reflection:** (Next steps?) | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*